

4 month reporting date 8/11/06  
8 month reporting date 12/11/06  
12 month completion date 4/11/07

## Bon Homme School District Improvement Plan/Progress Report Form

**Scheduled Date of Completion:** April 11, 2007

### Principle : Appropriate Evaluation

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

#### Issues requiring immediate attention

#### ARSD 24:05:25:04.02 Determination of needed evaluation data

As a part of an initial or reevaluation, the individual education program team and other individuals with knowledge and skills necessary to interpret evaluation data, determine what evaluation data is needed to support eligibility and the child's special education needs. The monitoring team noted evaluations completed and those listed on the prior notice did not concur. Therefore, students were not evaluated in all areas of suspected disability. The district must convene a meeting to determine needed evaluation data for five students. A student is on the child count under the category hearing impaired (515). The student does not meet the eligibility requirements for hearing impaired based on the information available in the student file. Two students are on the child count under the category of other health impaired (555). No behavior evaluation was completed. A student is on the child count under the category speech language (550). According to file review and interview, the child qualifies for speech and language. Through interviews and files reviews, the monitoring team determined the child was not evaluated in the area of written expression. A student is on the child count under the category mental retardation (510). The student was not evaluated in all areas of suspected disability, no adaptive behavior evaluation was completed. The evaluation team needs to reconvene to determine needed evaluation data, evaluate and determine eligibility

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure children are properly assessed in all areas of suspected disability.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

**Please complete a new sheet for each goal.)**

The district must convene a meeting to determine needed evaluation data for five students.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
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<p>1. What will the district do to improve?          The special education director will report results of needed evaluation data for the five students and a timeline for completion of the evaluations and the IEP meetings to follow.</p> <p>What data will be given to SEP to verify this objective?          The special education director will send SEP results of needed evaluation data for each file and timelines for completion of both the evaluation and the writing of the IEP. Upon completion, the district will send SEP the child count data for the five students.</p>			(completed by SEP)
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			

## Principle: Appropriate Evaluation

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

### ARSD 24:05:25:04 Evaluation procedures

The evaluation team must consider a variety of assessment tools and strategies to gather relevant functional and developmental information about the child including information provided by the parents. Through the review of student records the monitoring team found the district staff gathers data and in some cases complete diagnostic assessment to use as functional information in the evaluation process. Through the review of student records, functional assessment is not consistently summarized and analyzed in the evaluation report. Functional assessment is not consistently used to develop present levels of performance and annual goals and short term objectives. Therefore, the student's present levels of performance, annual goals and short term objectives did not link to evaluation.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure the evaluation process meets the minimum requirements including functional assessment.

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**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**  
 The district will ensure each student on child count has a comprehensive evaluation to support the disability category including functional assessment.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>Record Date Objective was Completed</b>
<p>2. What will the district do to improve?            The district will evaluate a student in all areas of suspected disabilities, including functional assessment as part of the evaluation process.            What data will be given to SEP to verify this objective?            The district will review 100% of the evaluation/reevaluation conducted during the reporting period and report the following:</p> <ol style="list-style-type: none"> <li>1. The number of files reviewed</li> <li>2. The number of files in which the student was evaluated in all areas supporting the disability category</li> <li>3. The number of files in which functional evaluation was conducted and documented.</li> </ol>			(completed by SEP)
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			

**Principle: Procedural Safeguards**

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**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:29 Confidentiality of Information**

**ARSD 24:05:29:01 District policies and procedures on confidentiality of information**

**ARSD 24:05:29:05 Record of Access**

**ARSD 24:05 29:07 List of types and location of information**

Each school district shall develop and implement policies and procedures on confidentiality of information.

Through file reviews and interviews, the monitoring team determined during the past two years the district presents the cumulative file which includes the special education file to the student upon graduation.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure student file information is available for review for all students according to the district comprehensive plan.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

**Please complete a new sheet for each goal.)**

[The district will ensure student files are available for review.](#)

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>Record Date Objective was Completed</b>
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2. What will the district do to improve? <a href="#">The district will provide training for all staff including administrators on the appropriate process for retaining records.</a> What data will be given to SEP to verify this objective? <a href="#">The special education director will submit to SEP a summary of the training and a list of personnel attending the training.</a>			(completed by SEP)
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Please explain the data (4 month)

Please explain the data (8 month)

Please explain the data (12 month)

**Principle: Individualized Education Program**

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**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

Each student's individualized education program shall include a statement of the student's present levels of educational performance, including: (a) how the student's disability affects the student's involvement and progress in the general curriculum or (b) for preschool students, as appropriate, how the disability affects the student's participation in appropriate activities; (c) for students with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives; (2) A statement of measurable annual goals, including academic and functional goals, designed: (a) meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum; and (b) meeting each of the student's educational needs that result from the student's disability.

Present levels of performance must include the student's strengths, needs, skill areas, parent input and the effect of the disability on the student's involvement and progress in the general curriculum. In 18 of 33 files reviewed the present levels of performance were missing one or more of the above requirements. Functional assessment must be brought forward into the present levels of performance. Annual goals and short term objectives must link to the present levels of performance. In nine files reviewed, the IEP was not written to confer educational benefit for the student. The monitoring team noted annual goals are based on content standards and therefore are broad, vague, not measurable and do not address the area of eligibility.

Examples:

- The student will organize, interpret and apply information in classroom activities, labs and projects with 80% accuracy 4/5 trials.
- The student will compute 2-3 and 4 step math problems that involve math operations, pre-algebra concepts.
- The student will increase and utilize comprehension strategies.....
- The student will develop and implement strategies to develop more complex sentences using varied vocabulary and basic writing mechanics correctly.

Justification for placement must include an explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular classroom. The monitoring team determined special education staff do not have a clear understanding how to pursue writing justification for placement statements.

Examples:

- The general education setting was rejected because the student's needs could not be met in such a setting. The resource room setting was selected because the student's needs can be met in such a way that will benefit the student and be successful in the classroom.
- The general education setting is rejected as this option would not provide the student with the services needed to improve communication skills. The general classroom with modifications setting is accepted as this setting would provide the student with the modeling, instruction, and drill necessary for the student to improve communication skills. This setting would allow the student to leave the classroom for practice in a non-distracting environment while completing all of work (academic) with classmates.

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<p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.          The district ensures IEP's contain all required content.</p>			
<p><b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>          The district ensures all components necessary to develop present levels of performance link to annual goals and short term objectives. The district ensures justification for placement will be developed using the accept/reject method and must include an explanation of the extent of involvement with nondisabled students in the regular classroom.</p>			
<p><b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p><b>Timeline for Completion</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>Record Date Objective was Completed</b></p>
<p>2. What will the district do to improve?          The district will provide all special education staff with training on the IEP process from referral to placement.          What data will be given to SEP to verify this objective?          The special education director will submit a summary of training and a list of staff members attending.</p>	<p><b>August 20, 2006</b></p>	<p><b>Special education director</b></p>	<p>(completed by SEP)</p>
<p>Please explain the data (4 month)</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

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2. What will the district do to improve? All IEP's will include all required content. Each special education teach and or therapist will develop present levels of performance for each skill area they address on an IEP. What data will be given to SEP to verify this objective? The district special education director will spot check two student IEP's from each special education teacher for present levels of performance, annual goals and short term objectives and justification for placement. The special education director will report to SEP the total number of special education teachers/therapist, total number of files reviewed, along with the findings.			
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			

<b>Principle: Individualized Education Program</b>
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**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:0527:01.03(1) Content of individualized education program IEP and**

**ARSD 24:0527:13.02 Transition services**

Transition services are a coordinated set of activities for a student with a disability, designed within a results-oriented process, that is focused on improving academic and functional achievement of the student with a disability to facilitate the students movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education adult services, independent living, or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's strengths, preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

The monitoring team determined through file reviews and staff interviews, the IEP's for student's age 16 and older did not include a coordinated set of activities which address individual student needs. The monitoring team noted a transition planning inventory is used for evaluation purposes, however, the information is not summarized and used as functional information in developing the present levels of performance, transition services, annual goals and objectives. In 18 files of students age 16 and older, transition planning did not include an outcome oriented process which would lead to students moving out of school into appropriate post-secondary settings.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure students in need of transition services, have within their IEP an outcome oriented plan designed to assist students in moving out of school into appropriate post-secondary settings. The present levels of performance will contain the student's transition strengths and needs based upon evaluation. Based on the student's IEP present levels of performance for transition, the district will address appropriate activities/services, person responsible or initiation dates which would promote movement to adulthood. In addition the district will ensure students who are transition age attend their IEP meetings.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

**Please complete a new sheet for each goal.)**

All students in need of transition services will have transition addressed on their IEP and be in attendance at their meeting.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for  
Completion**

**Person(s)  
Responsible**

**Record Date Objective was  
Completed**



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<p>1. What will the district do to improve? All IEP's of students 16 and older will provide transition services including life outcomes and course of study. Students 15 or younger if needed will show a summary of the student's present levels of performance in the area of transition, and all five areas will have documentation of being addressed at all meetings. Assessment results will be used to determine activities needed to achieve the student's post secondary school goals.</p> <p>What data will be given to SEP to verify this objective? The special education director will check all IEP's of students 16 and older for transition services. The special education director will report to SEP the number of files checked and the number containing transition services/activities.</p>			(completed by SEP)
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			